

Month at a Glance: August

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Goal Stars Part 1	Using a process to develop goals can make them more achievable.	goal, objective, SMART vocabulary, specific, measurable, attainable, achievable, relevant	45 minutes
Who Am I? (Goal Stars Part 2)	Using a process to develop goals can make them more achievable.	goal, objective, SMART vocabulary, specific, measurable, attainable, achievable, relevant	45 minutes
Flags in Relationships	Understanding the attributes of healthy relationships ensures you stay away from unhealthy relationships	Influence, impact	45 minutes
Set, Goal, Draw	Sharing your goals with others increases accountability.	SMART goal	45 minutes
Rate Your Healthy Relationship Actions	Understanding the attributes of healthy relationships ensures you stay away from unhealthy relationships.	Ratings	45 minutes
What would Ace Do?	Reflective opportunities.	scribe, calendar keeper	Time varies/ optional activities

August



Activity Plan

Title: Goal Stars Part 1

Suggested Time: 45 minutes

Suggested Grade Level(s): 8th

Activity

Objective:

- Scholars will be able to explain what a goal is, the purpose of a goal, and the process of setting goals for themselves.

Materials:

- social-emotional cards
- goal cards for groups
- SMART goal template

Vocabulary:

- goal
- objective
- SMART vocabulary
- specific
- measurable
- attainable
- achievable
- relevant

Activity Overview: Scholars explore and determine a strategy that will identify and describe specific developmentally appropriate personal and academic goals to advance their influence and affect their overall social and emotional behavior and well-being.

Bridge (Connect & Engage)

- **Prior to starting this activity, the facilitator will allow scholars to choose cards from a container labeled either social or emotional to support overall well-being. The facilitator will explain that scholars will discover a process to guide them in strategically creating a blueprint to accomplish one thing that will allow them to be an even better version of themselves.**
- **Facilitator:** *Today, we will look at a strategy to help you plan out of your goals. We'll use the word SMART to learn how to plan your goals. Let's think through a few examples.*
- **The facilitator will allow scholars to work in groups and pass out task cards with scenarios/broad goals on the cards. Each group will receive a task card and have five minutes to discuss what the possible steps needed to ensure they reach this goal might be. (Image cards are included in the activity plan.) Examples of task card descriptions:**
 - Participating in the end of the year awards celebration
 - Preparing for sports team tryouts
 - Running for class president
 - Exercising 4–5 days a week
 - Getting 7–8 hours of sleep daily
 - Reducing time on social media one day a week
- **Allow scholars time to discuss the essential things they believe they should do to reach their goal.**
- **Facilitator:** *How did you determine these steps were necessary? Are everyone's perspectives the same? How were your perspectives different?*

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>A goal is simply a desired outcome. In order to REACH a goal, we must be smart about the process of reaching the goal.</i> • The facilitator will then present the word SMART visually to scholars and explain that the letters in the word SMART stand for specific, measurable, achievable, relevant, and time bound. <ul style="list-style-type: none"> ◦ Specific: Clearly state your goal! ◦ Measurable: Make sure you can measure your success! ◦ Achievable: Set goals you know you can achieve! ◦ Relevant: Set goals relevant to your overall health and well-being! ◦ Time Bound: Set a deadline for completion!
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Explain/demonstrate how using the SMART acronym can support being a Goal Star. • Facilitator: <i>When we set goals, we want to make sure we align the goal to our future and that it is time bound to avoid procrastination. The SMART goal template allows us to make certain our goals have a check and balance because we can refer to the questions/criteria of the goal.</i> • The facilitator will emphasize that using the SMART goal template supports the PROCESS to produce our PRODUCT (the goal).

Differentiation Station

Suggestions for Remediation	Suggestions for Acceleration	Special Education & English Learner Scaffolds
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<p>The facilitator asks prompting questions. Scholars can reference graphics/pictures/choice board of various goal options to choose from. Pair with a peer for support throughout the entire activity period.</p>	<p>Have scholars create additional SMART goals for long term and short-term time periods. Have scholars use the template provided to help others create at least one SMART goal. Have scholars create a PSA or positive social media post on the importance of goal setting using their personal example. Have scholars create additional SMART goals in multiple categories (physical, mental, emotional, social, etc.).</p>	<p>Provide sentence stems for scholars to state their goals. Scholars can think, pair, and share ideas with a partner during the activity for support. Reference graphics or pictures for support of the academic language. Translate activity sheets being used to the scholar's native language when possible. Pair with a peer (when available, one with the same native language).</p>
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Activity Reflection:

Scholars will have to share how being a Goal Star is attainable using the SMART goal formula. The facilitator can pose the following questions:

- How can the SMART template ensure you value the process to get to your product?
- For an architect to build a home, there must be a blueprint. A blueprint is a drawing or sketch of the final product. It also symbolizes there must be a process. What is the danger of not using a blueprint to build your home? How can we relate this to the process of goal setting?
- What happens if our goals are too broad?

Supplemental Resources: Google Translate, Flipgrid, or digital recording various graphic organizers in digital form.

Task Card Images for the Beginning of Session 1



Participating in the end of the year awards celebration



Preparing for sports team tryouts



Running for class president



Exercising 4-5 days a week



Getting 7-8 hours of sleep daily



Reducing time on social media one day a week



“Goal” Star



Use the template below to organize the steps needed to reach your overall goal. Remember to be as detailed as possible when identifying the steps in your process. PROCESS leads to the PRODUCT!



Name: _____ Date: _____

Overall Goal : _____

S Specific: Clearly state your goal!	
M Measurable: Make sure you can measure your success!	
A Achievable: Set goals you know you can achieve!	
R Relevant: Set goals relevant to your overall health and wellbeing!	
T Time-bound: Set a deadline for completion!	

Activity Plan

Title: Who Am I? (Goal Stars Part 2)
Suggested Time: Two 30–45-minute sessions
Suggested Grade Level(s): 8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars explore and determine a strategy that will identify and describe specific developmentally appropriate personal and academic goals to advance their influence and affect their overall social and emotional behavior and wellbeing. <p>Materials:</p> <ul style="list-style-type: none"> social/emotional cards goal cards for groups SMART goal template (See Part 1) <p>Vocabulary:</p> <ul style="list-style-type: none"> goal objective SMART vocabulary specific measurable attainable achievable relevant 	<p>Activity Overview: This activity continues supporting scholars with goal setting by explaining and describing what a goal is, the purpose of a goal, and the process of setting goals for themselves effectively.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Scholars will continue practicing using the SMART goal template to write their SMART goal and reflect on why the goal was chosen. The facilitator will have scholars refer to the card that was chosen in part 1 of the activity and brainstorm on a broader goal. For students that have challenges coming up with a specific goal, the facilitator will suggest goals that are aligned to the category.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will support scholars in this process by providing assistance as needed. Scholars might also work with a fellow Goal Star for motivation and peer support. Facilitators should ask the SMART goal questions provided while monitoring student progress.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will have the choice to present their goal via video creation, poster, or presentation style (Canva, PowerPoint, Google Slides, Prezi, SlideShare, etc.). In closing, the facilitator will ask the scholars if this process was a smart way to develop their future goals. What changes would they suggest?

Differentiation Station

Suggestions for Remediation	Suggestions for Acceleration	Special Education & English Learner Scaffolds
<p>The facilitator can ask prompting questions. Scholars can reference graphics/pictures/choice boards of various goal options to choose from. Pair with a peer for support throughout the activity period.</p>	<p>Have scholars create additional long and short-term SMART goals. Have scholars use the template provided to help others create at least one SMART goal. Create a PSA or positive social media post on the importance of goal setting with their exemplar and encouragement to create additional goals. Have scholars create a PSA or positive social media post on the importance of goal setting using their personal example. Have scholars create additional SMART goals in multiple categories (physical, mental, emotional, social, etc.).</p>	<p>Provide sentence stems for scholars to state their goals. Scholars can think, pair, and share ideas with a partner during the activity for support. Reference graphics or pictures for support of the academic language. Translate activity sheets being used to the scholar's native language when possible. Pair with a peer (when available, one with the same native language.)</p>
<p>Activity Reflection: Scholars will share how being a Goal Star is attainable using the SMART goal formula. Facilitator can pose the following questions:</p> <ul style="list-style-type: none"> • How can the SMART template ensure you value the process to get to your product? • In order for an architect to build a home, there must be a blueprint. A blueprint is a drawing or sketch of the final product. It also symbolizes there must be a process. What is the danger of not using a blueprint to build your home? How can we relate this to the process of goal setting? What happens if our goals are too broad? 		
<p>Supplemental Resources: Google Translate, Flipgrid, or digital recording various graphic organizers in digital form</p>		

Activity Plan

Title: Flags in Relationships

Suggested Time: 45-minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the importance of building healthy relationships. <p>Materials:</p> <ul style="list-style-type: none"> activity picture pages green and red paper for the outlined master of the flag scenario cards resource page <p>Vocabulary:</p> <ul style="list-style-type: none"> influence impact 	<p>Activity Overview: Scholars will identify and analyze the “green flags” or “red flags” that can occur in their relationships.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will discuss healthy and unhealthy relationships and how they can be identified as green (healthy) or red (unhealthy) flags. The facilitator can do this by having an open discussion on how scholars define relationships. Scholars will determine what they consider healthy and unhealthy in a relationship. The facilitator can introduce images of different relationships (see Green Flag-Red Flag Relationship Picture page resource) and have students identify which are healthy and which are unhealthy. Once scholars have an understanding, the facilitator will introduce the activity by dividing the class into two groups. Facilitator: <i>Scholars, throughout our lives, we build relationships. You have relationships with your family, peers, and teachers. It doesn't matter who the relationship is with, they all have one thing in common - how they affect our wellness. Today, I have an activity that will allow us to identify positive and negative relationships that people can experience.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>I will read some scenarios (use the Relationship Scenario Relationship Cards page) and each team will determine if the scenario should be placed under a green flag, representing a healthy relationship, or a red flag, representing an unhealthy relationship.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> As an activity wrap-up, scholars will be asked to partner up and share a list of Dos and Don'ts for a healthy relationship.

Differentiation Station

Suggestions for Remediation	Suggestions for Acceleration	Special Education & English Learner Scaffolds
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<p>The facilitator can ask prompting questions.</p> <p>The facilitator can provide additional scenarios/sentence stems to increase the scholars' understanding.</p>	<p>Have scholars debate the positives and negatives of the scenario if the groups have different answers. They can challenge the other group by throwing a yellow flag to signal a request to persuade the other group to change their flag.</p> <p>Suggest ways an unhealthy characteristic can become a healthy characteristic.</p>	<p>Have scholars think in pairs and share ideas with a partner during the activity for support.</p> <p>Pair with a peer (when available, one with the same native language).</p> <p>Use Google Translate to ensure scholars understand what is being communicated.</p>
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Activity Reflection:

Scholars will share their takeaways/thoughts from the activity. Facilitator can pose the following questions:

- What are your red flags? What would you need to change for them to become green flags?
- How important do you think healthy relationships are to your overall wellness?

Supplemental Resources:

Relationship Flag (can be copied on colored paper or colored)
Healthy vs Unhealthy Relationships

Relationship Flag Scenario Cards

Why or why not?

Mom always compares me to my big sister. She always says my big sister takes her time, is always neat and perfect, and that she always makes great grades. This makes me feel as though I am not as good as my sister, but I really admire her and want to be like her. Although my grades aren't perfect and I'm not the most organized, friends and teachers tell me I'm a great listener and that I am very helpful. I wish my mom could see these qualities, but she only sees the imperfections. Is this a healthy or an unhealthy relationship?

You and your best friend are heading to middle school together. You notice your best friend hanging with classmates that make poor decisions. Because you are best friends, she pressures you to join her and her new friends, but they make you uncomfortable. Is this a healthy or an unhealthy relationship?

There's a classmate you've had a crush on for a couple of weeks. Your crush has mutual feelings and wants to spend time with you but is pressuring you to skip class to spend time with them and doesn't give you time to focus on school. Is this a healthy or an unhealthy relationship?

A good friend in your English class notices you are talented at drawing and illustrating. They make a suggestion for you to join the art club. You are too shy to speak with the art teacher, so your friend speaks with the art teacher on your behalf. Is this a healthy or an unhealthy relationship?

Two students who have played football together since elementary school recently went to middle school together. After the start of the school year, one friend decided he no longer wants to play football. He wants to try out for the basketball team instead. Although the friend that plays football is sad that they will no longer share the sport they both loved, he decides to be supportive of his friend's new passion. Is this a healthy or an unhealthy relationship?

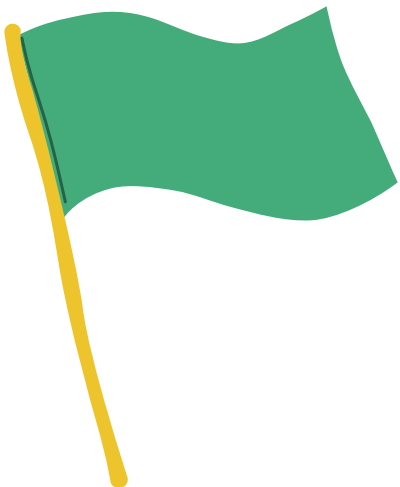
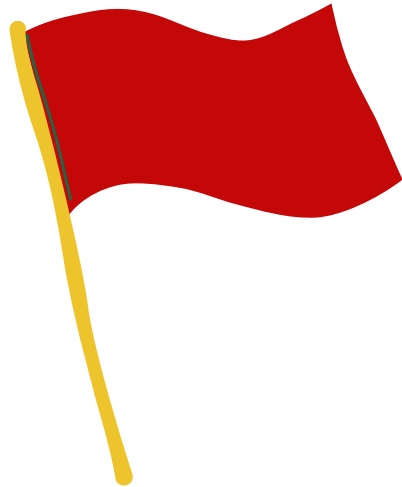
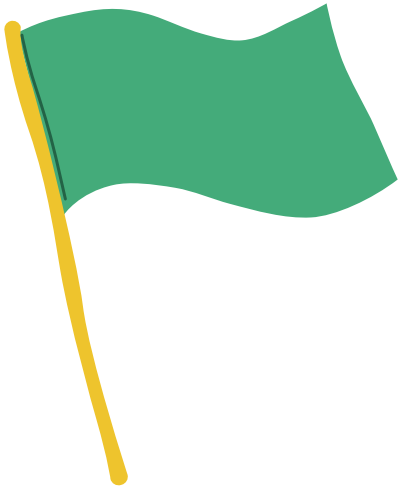
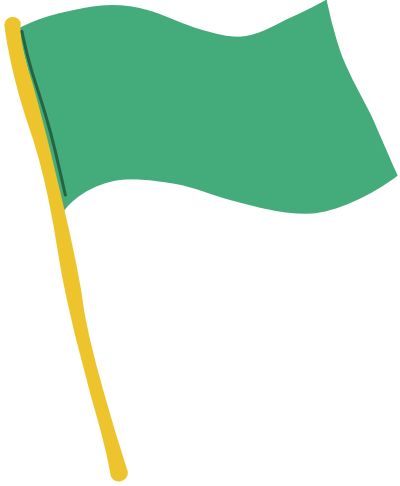
My sister and I are best friends. We tell each other everything. We also share clothes, shoes, and accessories. Sometimes we get into arguments, but we're always able to work it out. I know my sister has my back and I have hers. Is this a healthy or an unhealthy relationship?



Green Flag/Red Flag Relationship Pictures



Green Flag/Red Flag



Activity Plan

Title: Set, Goal, Draw

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none">• Give middle school scholars an opportunity to discuss and share their future goals. <p>Materials:</p> <ul style="list-style-type: none">• index cards• markers• butcher board• paper <p>Vocabulary:</p> <ul style="list-style-type: none">• SMART goal	<p>Activity Overview: Middle school scholars will share their future goals in a fun way.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">• The facilitator will ask scholars to recall some of the previously learned lessons about SMART Goals.• Facilitator: <i>Let's have some fun with SMART Goals today. I want each of you to think of a SMART goal you can achieve between now and the end of high school. Hold those goals in your head. In just a moment, I will separate you into two different teams to discuss your ideas.</i>• The facilitator will separate the group into two teams.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">• The facilitator will draw clues for cooking a meal (or an image of choice) as scholars guess the goal based on the drawing.• Facilitator: <i>I'll go first! Watch as I draw a picture of my goal. Try to guess what my goal is.</i>• Once someone guesses correctly, the facilitator will then let each team know they have 10–15 minutes to come up with 5–7 goals.• Teams will then exchange the goals and one member from the other team will be the illustrator as their team members guess what the goals may be.• If needed, the facilitator will give suggestions of things that scholars can draw easily as teams develop their goals

**Build (Rehearse
& Build for
Transfer/Close)**

- **The facilitator will allow the teams to play back-and-forth rounds until one team has three points.**
- **After the rounds, the facilitator can ask the following questions:**
 - *Did knowing the things drawn were SMART goals make it easier to guess?*
 - *Did any of the groups illustrate similar SMART goals?*
 - *What does having similar goals tell us about ourselves as a group?*



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Think-Pair-Share during the gathering of ideas.

Allow partners to assist with writing.

Use a search engine to support finding ideas.

Limit the time allowed for teams to guess.

Have teams come up with multi-step goals.

Allow the use of Google Translate to support writing.

Have EL students use graphics/pictures instead of words.

Extend the time allowed for brainstorming.

Activity Reflection:

Refer to the "What Would Ace Do?" reflection questions for the month of August. Choose a question focused on goal setting and have scholars respond.

Supplemental Resources:



Activity Plan

Title: Rate Your Healthy Relationship Actions

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none">• Give middle school scholars an opportunity to rate their feelings on actions of a healthy relationship. <p>Materials:</p> <ul style="list-style-type: none">• paper• tape• sticky notes• pencils/ pens <p>Vocabulary:</p> <ul style="list-style-type: none">• ratings	<p>Activity Overview: Middle school scholars will rate actions of healthy relationships.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">• The facilitator will post five phrases (hearing positive words, spending quality time, receiving gifts, having someone do things for you, and having hugs or tugs - physical touch) in different areas of the room.• Engage in a discussion with scholars to help them understand that all people have their preferences of how they want to interact with others. Sometimes the people in relationships don't have the same preference, but it is important to know how to communicate your preference and to understand the preferences of others.• Facilitator: <i>Today, I am going to ask you to rate the following actions that may be found in healthy relationships. Your ratings should be between a 1 and a 5, with 1 being your least favorite and 5 being your most favorite. The options include hearing positive words, spending quality time, receiving gifts, having someone do things for you, and having hugs or tugs- physical touch.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">• Facilitator: <i>Now that I have shared each action, does anyone have any questions about any of them? Provide examples and/or clarify any misunderstandings.</i>• Facilitator: <i>The actions are posted. I'm going to ask you to take a few minutes and place your name and one action on 5 different sticky notes. You should then place a number between 1 and 5 to note how important each of these is to you in order for you to have healthy relationships.</i>• Depending on class size, you may want to divide your group into 2–3 smaller groups, having at least eight scholars in each group.

**Build (Rehearse
& Build for
Transfer/Close)**

- **The facilitator will allow the scholars to rate each action. After the ratings are complete, the facilitator can ask the groups to discuss their ratings and give their whys for the rankings.**
- **Facilitator:** *Now that we've completed the ratings, do you feel knowing this new information about yourself can help you in your different relationships? Why or why not?*
- **If the facilitator prefers to engage in a whole group discussion, scholars could place their ranked sticky notes under the actions posted around the room.**

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Provide detailed descriptions of each interaction. Include examples and nonexamples.

Allow for the use of a partner to help with reading.

Scholars could devise a plan to lead a group outside the classroom in this same activity. Create a report of their findings. What was the most popular desired interaction? What was the least popular desired interaction?

Have scholars list examples and nonexamples of each interaction.

Allow the use of Google Translate to support comprehension.

Provide EL scholars with graphics of examples.

Extend time for rankings as needed.

Activity Reflection:

Refer to the "What Would Ace Do?" August questions and ask one of those focused on healthy relationships to conclude the activity.

Supplemental Resources:



August—What Would Ace Do?



These are reflective open-ended questions for activity openers, closers, or check-ins throughout the month. The suggestion is to focus on one question and allow scholars to go as deep as possible with their responses.

Goal Setting	Healthy Relationships
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Why is it important to set goals?

Talk to us about a goal you are most proud of achieving.

How did it make you feel to achieve it?

What advice would you give someone trying to reach a goal?

Are you the type of person who sets more than one goal at a time?

Why or why not?

How would you define a healthy relationship?

Is the definition of a healthy relationship different based on the type of relationship? For example, do you define a healthy relationship with a parent different from how you define a healthy relationship with a friend?

When I am uncomfortable in a relationship, I usually_____.

What do you think a healthy relationship should provide for the people in it?

What's one relationship rule you have for yourself that you'll never break?

When do you feel most vulnerable in a relationship?

The best way for people to show they like or love me is to_____.